



GOVERNMENT OF SIERRA LEONE
Ministry of Basic and Senior Secondary Education

THE NEW BASIC EDUCATION CURRICULUM FOR SIERRA LEONE
(With Effect from December 2020)

MENDE SYLLABUSES (Class 1 – J.S.S. 3)

This subject curriculum is based on the *National Curriculum Framework and Guidelines for Basic Education (revised May 2020)*.

It was prepared by national curriculum specialists, subject experts, and teachers and it is based on a series of nationwide consultations and technical workshops.

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PHILOSOPHY OF THE NEW CURRICULUM

It is an exciting time for all teachers, school heads and other education professionals who want to see positive change in Sierra Leone. You are the professionals who have the challenging duty to shape the future for the next generation of young Sierra Leoneans. The future of our children and our nation is in your hands!

As part of the curriculum reform process the Ministry of Basic and Senior Secondary Education (MBSSE) has issued a key reference document to guide future strategies and activities. The *National Curriculum Framework and Guidelines for Basic Education* is the basis for designing each subject syllabus in the curriculum. Teachers are urged to access this framework document at MBSSE website: <https://mbsse.gov.sl> or borrow a copy from their Head-teacher's or Principal's office. It highlights key principles underlying the new curriculum and outlines strategies for the reform of basic education, as well as providing specific guidance on structure, pedagogy, prescribed subjects, time allocation, etc.

The main reform elements in the new curriculum include: a learner-centred approach; learner-friendly schools; equity and a chance for every child to learn; a focus on learning (not just teaching); support for professional development of teachers; a focus on making schools accountable to local communities (not just MBSSE); support for learning beyond memorising cognitive content for examinations; a focus on empowering learners to make choices and thrive through the joys of learning; an approach that encourages local interpretation of the syllabus to achieve the prescribed learning outcomes through various methods and with a variety of resources.

There are also five key reform issues that have been made part of an advocacy and popularisation campaign to win support from the public for this type of education reform. These reform issues, which hold great promise for education for development in Sierra Leone, are: **Assessment & Accountability; Equity & Inclusion; Partnerships; Quality & Integrity; and Social Cohesion & Peace Building**. To facilitate popular discussion around these topics MBSSE has issued Advocacy and Guidance Notes on each one, and these can be used to conduct radio discussions and other forms of popular engagement with the public. Teachers can find these notes in the Basic Education Curriculum Framework.

The new Basic Education Curriculum has been structured in three broad stages, so the teaching syllabus for each subject area is designed for Stage 1 (Class 1- Class 3), Stage 2 (Class 4 – Class 6), and Stage 3 (Form 1 – Form 3). We hope this will help teachers to focus on links between different subjects in a particular stage. Teachers may then see more clearly how these subjects combine to help their students achieve the outcomes relating to that stage. This should help teachers move away from a “class-by-class” and “subject-by-subject” view of their job. Instead, teachers will develop a stage-by-stage view of how children develop and learn across subjects. It also gives teachers a sense of what children need to achieve at each stage before moving to the next stage. We hope teachers also see the need to work together like a “Relay Team in Sports”. Each teacher has an obligation to the teacher of the next class to prepare students well and make sure they are ready for that class. In turn, the teacher of the next class has a duty to help learners make up for weak areas from their previous class, as well as to prepare them for progressing to yet another next class. Teachers also have a duty to challenge and stretch Gifted and Talented learners through more advanced content, resources and assessment.

The three broad stages of Basic Education also help teachers to describe that schools have three years in each stage to help learners achieve certain outcomes. So for children who do not learn well in Class 1, there is still a chance to help them catch up in Class 2 and Class 3, so that they can achieve the learning outcomes prescribed for the first stage (Class 1-3) of Basic Education. This means that instead of failing these children and asking them to repeat Class 1 or Class 2, they can be allowed to proceed to the next class where they should be given help with areas in which they are weak.

However, at the end of each of the three stages there are national assessments which will determine if children are ready to proceed to the next stage. Based on their performance in these examinations, there are two options to consider. Children may be asked to repeat a class in order to retake the examination. Alternatively, they may be allowed to proceed, on condition that they are given remedial support in areas of weakness when they start the next stage. This applies to NPSE and BECE as well as national assessment on reading and mathematics (EGRA and EGMA) at the end of Class 3. Children who do not perform well in EGRA and EGMA may be asked to repeat Class 3 in order to retake these early grade assessments; or they may be allowed to proceed to Stage 2 on condition that they are given remedial support in reading and mathematics during the first year of Stage 2 (i.e. in Class 4).

Keeping these guidelines in mind the outline curriculum and teaching syllabus have been structured along the lines of four key elements that are important for quality in teaching and learning. These elements are outlined briefly below, and teachers are asked to note that they are inter-related. This has been considered by curriculum development practitioners in preparing the outline teaching syllabus to guide teachers on quality classroom practices that reflect the key elements as follows:

- ✧ **Learning Outcomes:** There are different levels of learning outcomes in the document and teachers should note the differences. There are: *General learning Outcomes*, which state what learners are expected to achieve in this subject at the end of each of the three stages; *Specific Learning Outcomes by Grade*, which state what learners are expected to achieve in this subject at the end of each Class/Form in the 9-year Basic Education Cycle; and there are *Specific learning Outcomes by Topic*, which state what learners should achieve in this subject at the end of each of the suggested topics/themes/units (i.e. content) for each grade. Based on the resources at their disposal and the background of their students, teachers may adapt the suggested content to make the lesson more familiar to learners. Content selected in different parts of the country should enable learners to achieve the specified learning outcomes. **It is the learning outcomes that are important, and content is just a way of achieving learning.**
- ✧ **Assessment Methods:** These suggest various ways in which teachers can test to find out how far learners have been able to achieve the expected learning outcomes during, and at the end of, a period of teaching and learning. These assessment methods must match the learning outcomes as an appropriate way of testing for the required results. E.g. testing for *recall* of the memorised definition of a concept cannot tell us if a learner really *Describe s* or *can make correct use of* that concept.
- ✧ **Teaching Styles or Pedagogy:** These suggest how teachers can go about teaching and organising learning such that the learners have a good chance of achieving the expected learning outcomes during, and at the end of, a period of teaching and learning. The teaching style used must be closely linked to the learning outcome and assessment method.
- ✧ **Learning & Teaching Resources** which suggest a wide variety of learning materials and teaching aids that can be used to help teachers do their job and to help learners achieve the expected learning outcomes.

SIERRA LEONEAN LANGUAGES CURRICULUM (MENDE)

If you can't explain it simply, you don't describe it well enough!

“Some subjects are difficult for students. Teachers may know their subject very well, but it is important to see that subject from a student's perspective, and to not necessarily assume prior knowledge or skills. As a teacher, you should try to place yourself in the frame of mind of a novice learner, and only by doing this will you be able to fully comprehend your own studies.” Albert Einstein

Rationale and Justification (Why do we have “Mende Yiei” in the Curriculum?)

The inclusion of the Sierra Leonean Language-(Mende Yiei) in the Basic Education Curriculum as a subject is not only important and appropriate, but also very necessary for the following reasons:

- a) The inclusion of the Mende Language in the curriculum helps to reduce the high illiteracy rate in Sierra Leone where a very high percentage of people are illiterate.
- b) It helps learners of all ages, and from different ethnic backgrounds, to do away with the misleading conception that their respective tribal languages are superior or inferior to others.
- c) It helps in the dissemination of important local, national and international information on issues of political, economic, social, religious, medical, developmental etc, that are in the interest of the country.
- d) It helps to protect and preserve the Mende cultural values and the Mende Language itself from extinction.
- e) It leads to better and deeper understanding of the Mende culture.
- f) It enables the young to become culturally well informed and become mindful of their cultural attachment and to critically analyze cultural issues for better judgment.
- g) It fosters tribal unity and reduces anti-tribal sentiments.

General Learning Outcomes (The learning students should acquire by end of each Basic Education Stage)

The General Learning Outcomes of a subject tell us what learners *should know or Describe* and what they *should be able to do or demonstrate*, as well as what they *should value or reflect in their attitudes/behaviour*. These are the things that learners should achieve by the time they complete each of the three stages of Basic Education. Teachers may use general learning outcomes as a guide to check if the learners are on track for success at the end of each stage of Basic Education.

- **First Stage of Basic Education (Class 1 to Class 3)**

The learners will be able to demonstrate:

- a) Description of Mende Orthography/Sound System.
- b) An awareness of Mende Syllable formation.
- c) A basic knowledge of Word formation.
- d) An idea of Mende Verbs, Nouns and Pronouns.
- e) Basic knowledge of Sentence Structures.
- f) Ability to Describe the Days of the Week in Mende.
- g) Ability to Describe the Months of the year in Mende.

- **Second Stage of Basic Education (Class 4 to Class 6)**

The learners will be able to:

- Develop in learners the idea of syllable formation.
- Develop in learners the idea of word formation processes.
- Review the days of week and months of the year in Mende.
- Gain awareness of Sentence structure in Mende.
- Introduction the Mende Poems and Songs.
- Introduction to short Essays (using Language experience method).
- Describe the Parts of Speech in Mende.
- Tell simple stories in Mende.

- **Third Stage of Basic Education (J.S.S 1 to J.S.S 3)**

The learner will be able to:

- Describe the historical background of the Mende People.
- Recognize and use Mende Orthography/Sound System.
- Develop the idea of syllable formation.
- Develop the idea of word formation processes.
- Describe the Local Calendar (the days of week and months of the year in Mende).
- Gain awareness of the sentence structure in Mende.
- Describe and apply the Word boundary rules in Mende.
- Develop the Logic of counting in Mende.
- Inculcate the forms of greetings in Mende.
- Tell and interpret various forms of Time Telling in the Mende culture.
- Write short Essays (using Language experience method).
- Read and comprehend simple essays in Mende.
- Classify Mende words into their various Parts of Speech.
- Tell simple stories in Mende.
- Able to write Mende Poems and Songs.
- Appreciate Mende literature and Culture.

Class/Grade Level Specific Learning Outcomes

Specific learning outcomes of a topic or theme indicate what learners *should know or Describe* and what they *should be able to do or demonstrate*, as well as what they *should value or reflect in their attitudes/behaviour*. These are the things that learners should achieve by the time they complete the specific topic or theme. Teachers should be guided by specific learning outcomes when planning assessments and tests to check that learners have achieved what is expected of them.

The First Grade (Class-1)

| TOPIC / THEME | SPECIFIC LEARNING OUTCOMES |
|-------------------|--|
| Mende Orthography | The learner will be able to: <ul style="list-style-type: none"> Identify and write various Orthography or sounds of Mende Language. |

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|---------------------------|---|
| Greetings in Mende | <ul style="list-style-type: none"> • Gain awareness of Mende syllable formation. • Describe the various forms of greetings in Mende. • Appreciate the culture of greeting in Mende. • Demonstrate oral greetings at class level |
|---------------------------|---|

The Second Grade (Class-2)

| TOPIC / THEME | SPECIFIC LEARNING OUTCOMES |
|---|---|
| Word Building Mende Nouns, Verbs and Pronouns Greetings in Mende | <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of letter sounds of Mende. • Develop writing skills • Develop phoneme and syllable charts. • Combine sounds/phonemes to form syllables and combine syllables to form words in Mende. • Identify and tell simple Nouns, Verbs and Pronouns • Use simple Nouns, Verbs and Pronouns. • Distinguish between nouns, verbs and pronouns. <ul style="list-style-type: none"> • Describe the various forms of greetings in Mende. • Appreciate the culture of greeting in Mende. • Demonstrate oral greetings at class level |

The Third Grade (Class-3)

| TOPIC / THEME | SPECIFIC LEARNING OUTCOMES |
|---|--|
| Sentence structure The Local Calendar Greetings in Mende | <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Show the meanings and the difference between a word and a sentence. • Use words in simple sentences. • Write simple sentences. • Work with others to build words and put them into simple sentences. <ul style="list-style-type: none"> • Know and recite the days of the week and months of the year in Mende. • Relate them to their English equivalence. • Name them in sequence. <ul style="list-style-type: none"> • Describe the various forms of greeting in Mende. • Appreciate the culture of greeting in Mende. • Demonstrate oral greetings at class level |

The Fourth Grade (Class 4)

| TOPIC / THEME | SPECIFIC LEARNING OUTCOMES |
|--|--|
| <p>Syllables and Word Formation</p> <p>The Local Calendar</p> <p>Sentence structures</p> <p>Time telling</p> | <p>The learner will be able to:</p> <ul style="list-style-type: none"> ✧ Combine sounds into syllables. ✧ Learn two and three letter words. ✧ Sound and combine syllables into words. <ul style="list-style-type: none"> ✧ Know the history behind the names of the days of the week and the months of the year in Mende. ✧ Learn the meanings of the days or months of the year in Mende. ✧ Appreciate the culture of eventing names of the months of the year in Mende. ✧ Relate them to their English equivalence. <ul style="list-style-type: none"> • Know the meaning of a sentence. • Use simple sentences in Mende. <ul style="list-style-type: none"> • Explain the forms of Time Telling in Mende. • Appreciate the importance of time with regards the Mende culture. • Describe the differences between telling time in the Mende and Western cultures. |

The Fifth Grade (Class 5)

| TOPIC / THEME | SPECIFIC LEARNING OUTCOMES |
|--|--|
| <p>Sentence structure</p> <p>Mende Poems and Songs</p> <p>Writing simple Essays</p> <p>Parts of Speech in Mende</p> <p>Story telling</p> <p>Time Telling</p> | <p>The learner will be able to:</p> <ul style="list-style-type: none"> • Make different types of sentences in Mende, namely, (Declarative, Imperative, Interrogative, request and exclamatory sentences). • Read with understanding written poems in Mende. • Learn and interpret the meanings of poems in Mende. • Compose simple songs in Mende. • Appreciate the culture of writing poems and the composition of songs in Mende. <ul style="list-style-type: none"> • Learn simple guided essays (Letter writing and Composition) <ul style="list-style-type: none"> • Know and use the Parts of Speech in Mende. • Identify the parts of speech in simple written and oral speeches. • Identify renowned story tellers in the Mende community. • Learn how to tell and write simple stories in Mende. <ul style="list-style-type: none"> • Explain the various ways of Time Telling in Mende. • Appreciate the importance of time with regards the Mende culture. |

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| | <ul style="list-style-type: none"> Identify the differences between telling time in the Mende and Western cultures. |
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The Sixth Grade (Class-6)

| TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|---|--|
| Sentence structures (Review) <ul style="list-style-type: none"> Mende Poems and Songs (Review) Writing simple Essays (Review) Parts of Speech in Mende Story telling (Review) | The learner will be able to: <ul style="list-style-type: none"> Master the use of all the types of sentences in Mende (Declarative, Imperative, Interrogative, Exclamatory sentences and requests). Read with understanding written poems in Mende. Learn and use Mende literary terms to appreciate Mende poems. Compose simple songs in Mende. Appreciate the culture of writing poems and compose songs in Mende. Learn simple guided essays (Letter writing and Composition) Use correctly all the Parts of Speech in Mende. Identify the parts of speech in simple sentences and oral speeches. Identify renowned story tellers in the Mende community. Learn how to compose and write simple stories in Mende. |

The Seventh Grade (J.S.S-1)

| TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
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| The Historical Background of the Mende People | The learner will be able to: <ul style="list-style-type: none"> Know the origin of the Mende People. Describe the geographical locations of the Mendes, their socio-cultural, socio-economic, political, religious and their family life system. |
| The Orthography of Mende | <ul style="list-style-type: none"> Discuss the history of the development of the Mende orthography. Identify, say and write various Mende sounds correctly. <ul style="list-style-type: none"> Gain knowledge of Mende syllable formation. Combine sounds into syllables. |
| Syllable and Word Formation in Mende | <ul style="list-style-type: none"> Learn two and three letter words. Sound and combine syllables into words. |
| The Local Calendar | <ul style="list-style-type: none"> Know the history of the development of the names of the week and the months of the year in Mende. Learn the meaning represented for each day or month of the year in Mende. Appreciate the culture of eventing names of the months of the year in Mende. |
| Greetings in Mende | <ul style="list-style-type: none"> Relate them to their English equivalents. Describe the various forms of greetings in Mende. Appreciate the culture of greeting in Mende. |

- Demonstrate oral greetings at class level.

The Eighth Grade (J.S.S-2)

| TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|-----------------------------------|--|
| Sentence Structure | The learner will be able to: <ul style="list-style-type: none"> • Construct the types of sentences in Mende (Declarative, Imperative, Interrogative etc.). |
| Word Boundary in Mende | <ul style="list-style-type: none"> • Tell what ‘Word Boundary’ is. • Show the importance of word boundary in Mende. • Describe the rules governing word boundary in Mende. • Demonstrate word boundary in simple sentences. |
| Logic of Counting in Mende | <ul style="list-style-type: none"> • Grasp the concept of numerals in Mende. • Counting in the various ways of counting in Mende (cardinal, ordinal and counting of objects). • Learn number value. • Sustain the culture of counting in Mende. |
| Dialects in Mende | <ul style="list-style-type: none"> • Identify the four main dialects of the Mende Language. • Discuss the different dialectal regions of Mende. |
| Telling the Time in Mende | <ul style="list-style-type: none"> • Explain the ways of telling time in the Mende culture.. • Appreciate the importance of time with regards the Mende culture. • Describe the differences between telling time in the Mende and the Western cultures. |
| Essay Writing | <ul style="list-style-type: none"> • Write various essay types (narrative, persuasive/argumentative descriptive). • Discuss and write different types of letters (formal, informal and friendly letters.) |
| Literature and Culture | <ul style="list-style-type: none"> • Appreciate Mende Literature and Culture through Mende texts.(MiataTaa Lahɛi,Dɔmi Watii) • Apply and adopt good values of the Mende culture. |
| Reading and Comprehension | <ul style="list-style-type: none"> • Compare and contrast the Mende Literature and that of Western Literature (Comparative Literature). • Develop the skills of reading and understanding comprehension passages. • Adopt the culture of reading in and outside of the classroom. |

The Ninth Grade (J.S.S-3)

| TOPIC/THEME | SPECIFIC LEARNING OUTCOMES |
|----------------------------|---|
| Sentence Structures | The learner will be able to: <ul style="list-style-type: none"> • Describe and use in daily in life the various types of sentences in Mende (simple, compound and complex sentences). • Tell what ‘Word Boundary’ is. |

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|-----------------------------------|--|
| Word Boundary in Mende | <ul style="list-style-type: none"> • Show the importance of word boundary in the Mende Language. • Describe the rules governing word boundary in Mende. • Demonstrate the knowledge of word boundary in simple sentences. |
| Logic of Counting in Mende | <ul style="list-style-type: none"> • Apply the concept of numerals of Mende in real life situation. • Use the various ways of counting in Mende (cardinal, ordinal and counting of objects). • Learn number value. • Sustain the culture of counting in Mende. |
| Mende Dialects | <ul style="list-style-type: none"> • Appreciate the language variation. • Demonstrate the knowledge of Mende dialects with example |
| Greetings in Mende | <ul style="list-style-type: none"> • Describe the various forms of greetings in Mende. • Appreciate the culture of greetings in Mende. • Demonstrate it at class level. |
| Parts of Speech in Mende | <ul style="list-style-type: none"> • Identify words/vocabularies in their respective categories (Word Classes). • Use them correctly in sentences and oral speech. • Apply them in their every-day use of the Language. |
| Telling Time | <ul style="list-style-type: none"> • Explain the ways of telling time in Mende. • Appreciate the importance of time with regards the Mende culture. • Describe the differences between telling time in the Mende and the Western cultures. |
| Essay Writing | <ul style="list-style-type: none"> • Introduction to essay writing (composition and letter writing) • Become familiar with the types of compositions and letter writing. |
| Literature and Culture | <ul style="list-style-type: none"> • Appreciate Mende Literature and Culture through Mende literary works like (Miata Taa Lahɛi, Dɔmi Watii, Some Aspects of Mende Literature, Mende Pɔmiisia etc.) • Appreciate and adopt positive Mende cultural values. |
| Reading and Comprehension | <ul style="list-style-type: none"> • Compare and contrast the Mende Literature and that of Western Literature (Comparative Literature). • Develop the skills of reading comprehension. • Adopt the culture of reading in and outside of the classroom. |

ME NDE
Teaching Syllabus Outline for the First Stage of Basic Education (Class 1)

| TOPIC/THEME | LEARNING OBJECTIVES | ASSESSMENT METHODS | TEACHING STYLE | TEACHING AND LEARNING RESOURCES |
|------------------------------------|---|--|--|--|
| Primary-1 | | | | |
| Introduction to Mende orthography. | By the end of the lesson, children should be able to: <ul style="list-style-type: none"> Match the sounds of the language with the agreed symbols Articulate the Mende phonemes ; e.g./b/,/d/, /t/, /ɔ/, /ɛ/, /ŋ/,/e/, /f/, /k/, /kp/, /mb/ etc. | <ul style="list-style-type: none"> Teacher asks children to produce (say) the (phonemes) of Mende and match them with their respective letters. Pupils name objects containing each sound. | <ul style="list-style-type: none"> Oral activities Display of the alphabets on a chart Use flash cards Drawings | <ul style="list-style-type: none"> Mu Mende Yiei Gaa(Books 1-3), vanguards, letter tiles, pictures/drawings Mende alphabet strip. |
| Greetings | By the end of the lesson, children should be able to: <ul style="list-style-type: none"> Greet appropriately at various times of the day. | Tr. asks children to: - - Name the various types of greetings in Mende -Demonstrate various forms of greetings in Mende. e.g; -Buaa? (Good morning) • Bia naa? (Good afternoon) | <ul style="list-style-type: none"> Classroom demonstration Oral greetings Dramatization of greeting scenes by pupils. | <ul style="list-style-type: none"> Mu Mende Yiei Gaa (Book 1) Some Aspects of Mende culture. |
| Primary-2 | | | | |
| Identifying sounds in words | By the end of the lesson, pupils should be able to identify individual sounds that combine to form a word. e.g., identification of the sounds e.g., <ul style="list-style-type: none"> mita (spoon) = /m/, /i/, /t/ and /a/ kpawo (kpawo) = /kpa/. /a/, /w/ and /o/ ndia (middle) = /nd/, /i/, and /a/ | Teacher asks pupils to listen to words and say the phonemes that they are comprised of. <ul style="list-style-type: none"> Mita (spoon) kpawo (catch it) kpolo (salt) ɲama (blood) | <ul style="list-style-type: none"> Oral drill Drawing objects with chosen sounds. Playing of letter-sound games e.g, “Nɔ lɔ ngo lia ndopo ɛi kɛ.” | <ul style="list-style-type: none"> Mu Mende Yiei Gaa (Book 1) Some Aspects of Mende Phonology |
| Word Building | By the end of the lesson, children should be able to form new words from the sounds they have learnt. e.g., /ɛ/ and /ŋ/ fɛɛ (winnower), fɛɛi (air/wind) ɲamei (blood), ɲanyɛi (sand) | Tr. asks children to produce words maintaining sounds they learnt eg: m-u-n = mun s-ɔ-m = sɔm l-à-k = làk | Oral drill | Mu Mende Yiei Gaa (Book 1) Some Aspects of Mende Phonology. |

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|------------------------------------|--|---|---|---|
| Sound combinations (word syllable) | By the end of the lesson, children should be able to divide a word into syllables to ease pronunciation | Tr. asks pupils to pronounce words by units or segments. E.g: wimɛ (run) = ‘wi’ and ‘mɛ’ ngenge (work) = ‘nge’ and ‘nge’ hiye (get up) = ‘hi’ and ‘ye’ | Oral drill | Mu Mende Yiei Gaa (Book 1) Some Aspects of Mende Phonology. (DJ.Braima) |
| Primary-3 | | | | |
| Sentence structures | On the completion of this lesson pupils should be able to: <ul style="list-style-type: none">• Make sentences Mende that are statements, questions, requests, commands or a show of surprise. | <ul style="list-style-type: none">• Tr. asks children to construct simple sentences: e.g.,• Bukui lo.(This is a book)• Sɛlei lo? (Is this a banana?)• Baa nya pɛij wumbu! (Don't take my pen) | <ul style="list-style-type: none">• Individual reading exercise• Group reading• Story telling• Talk shows | <ul style="list-style-type: none">• Tape recorders• Dialogues• Some Aspects of Mende Grammar(By D.J.Braima) |
| The local Calendar | By the end of the lesson children should be able to name and correctly spell the: <ul style="list-style-type: none">• Days of the week.• Months of the year. | <ul style="list-style-type: none">• Tr. asks children to name the various days of the week and months of the year in their correct sequences. | <ul style="list-style-type: none">• Oral exercise• -Group work• -Focus discussion• Demonstration by teacher and pupils | <ul style="list-style-type: none">• T.C. Distance Educationn Mende Module One.• Flash cards |
| Counting in Mende | By the end of the lesson, children should be able to: <ul style="list-style-type: none">• Count correctly from 1-100 in Mende | Tr. writes numbers on the board and asks children to call them serially. e.g.: iŋtaa/itaa, fele, sawa, naani, loolu, etc. Tr. writes numbers on the board in digits and asks children to write them in words in Mende. e.g.: 1, 2, 3, 4, 5, etc. Tr. presents numbers on flash cards and asks individual children to identify and correctly spell them in Mende . | Individual and group work | <ul style="list-style-type: none">• T.C Distance Mende Module One.• Flash cards |
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| TOPIC/THEME | LEARNING OBJECTIVES | ASSESSMENT METHODS | TEACHING STYLE | TEACHING AND LEARNING RESOURCES |
|---|--|---|--|--|
| Primary – 4 | | | | |
| The history of the development of the Mende Orthography | By the end of the lesson, children should be able to: <ul style="list-style-type: none"> • Have the correct idea about how the Mende writing system developed to its present state. | <ul style="list-style-type: none"> • Tr. asks pupils to explain why they come to school. • Tr. explains the importance of reading and writing a language. | <ul style="list-style-type: none"> • Oral activities • Illustrations | Text books (Mende) |
| Introduction to the language orthography. | By the end of the lesson, children should be able to: <ul style="list-style-type: none"> • Match the sounds of the Mende with the agreed symbols . • Articulate well the various Mende phonemes; e.g., / b, d, t, ɔ, ε, η, f, k /etc. | Ask children to produce the discrete sounds of the language and match them with the agreed symbols. | <ul style="list-style-type: none"> • Oral activities • Display of the alphabets on a chart • Use flash cards • Drawings | Text books, vanguard, letter tiles, pictures/drawings |
| Classification of the smallest Mende speech sounds (phonemes) | By the end the lesson, children should be able to: <ul style="list-style-type: none"> • Classify the various Mende phonemes thus: <ul style="list-style-type: none"> • Single vowels • Similar vowel sequences • Dissimilar vowel sequences • Single consonants • Double consonants | Tr. asks children to: <ul style="list-style-type: none"> • Name the various sound categories • Match letters representing the various types of sounds. e.g.; single vowels (ngoo ha ngla ngleisia) / a, i, ε, u, ɔ, o, e/ | <ul style="list-style-type: none"> • Illustration of alphabet sounds with picture or drawings • Group work • List words which have selected sounds as the initial sounds. | The source book for the four Sierra Leonean Languages |
| Word Building | By the end of the lesson, children should be able to blend individual sounds to form one syllable words e.g.; <ul style="list-style-type: none"> • /m/ and /ε/ = mε (eat it) • /f/ and /e/ = fe (give it) • /mb/ and /e/ = mbe (dry it) | Ask children to produce two letter words. e.g., fe, lo, la, ke, te etc. | <ul style="list-style-type: none"> • Group work • Letter games | <ul style="list-style-type: none"> • Mu Mende Yiei Gaa (Book 1) • Some Aspects of Mende Phonology (D.J.Braima) |
| Primary – 5 | | | | |

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| Identifying sounds in words | By the end of the lesson, pupils should be able to identify little sounds that form words. e.g.;; <ul style="list-style-type: none"> • Mita = spoon • Mbili = drum • Kpolo = salt • Foningee = young • | Tr. asks pupils to listen to a word and tell the sounds they hear: <ul style="list-style-type: none"> • Mita = spoon • Mbili = drum • Kpolo = salt • Foningee = young | Oral drill | <ul style="list-style-type: none"> • Mu Mende Yiei Gaa (Book 1) • Some Aspect of Mende Phonology. (By D. J, Braima) |
| Substituting phonemes to form new words | By the end of the lesson pupils should be able to form new words out of existing ones by changing certain letters. e.g.: fe (give it) = ƒe (blow it) etc. | Tr. asks pupils to form new words by changing phonemes following given examples. | Oral drill | Mu Mende Yiei Gaa (Book 1) by Paarɔni Stevens and Dominic J.Braima. Some Aspects of Mende Phonology.(By D.J. Braima) |
| Segmentation of words into syllables | By the end of the lesson, children should be able to divide words into syllables to ease pronunciation | Tr. asks pupils to pronounce words by units or syllables e.g.,: Kpawo (catch it) = Kpa - wo etc. | Oral drills | Mende Kásu – Book-1 |
| Primary – 6 | | | | |
| Sentence construction | By the end of the lesson pupils should be able to construct simple Mende sentences. | Tr. asks children to construct simple sentences: e.g.;; <ul style="list-style-type: none"> • Fe nya wɛ. (Give it to me) • Baa mɛ! (Don't eat it.) | Individual reading Group reading Story telling Talk shows | <ul style="list-style-type: none"> • Tape recorders • Mu Mende Yiei Gaa Kásu – Book-1 |
| Translation of short and simple sentences | By the end of the lesson children should be able to translate: <ul style="list-style-type: none"> • Simple sentences from English to Mende • Simple sentences from Mende to English | Tr. asks pupils to translate orally short and simple English sentences into Mende and vice versa. | - Oral class exercises | Sentences on vanguard. Textbooks Flash cards |
| Reading | By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> • Read on their own simple sentences in Mende • Short and simple passages in Mende. | <ul style="list-style-type: none"> • Tr. writes short and simple sentences • Tr. and pupils underline the syllables in each sentence. • Tr. reads in syllables and pupils repeat. • Tr. and pupils read with normal speed. | <ul style="list-style-type: none"> • Tr. demonstration reading. • Word syllabification. • Individual reading. • Group reading. | <ul style="list-style-type: none"> • Miata Taa Lahei • Mu Mende Yiei Gaa (Book 1) • Some Aspects of Mende Phonology |

BASIC EDUCATION CURRICULUM VALIDATION

MENDE

Teaching Syllabus Outline for the Second Stage of Basic Education (J.S.S. 1 to 3)

**TERM 1---OUTLINE TEACHING SYLLABUS FOR THE THIRD STAGE OF BASIC EDUCATION--
-JSS 1**

| Suggested Topics/ Themes /Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Teaching/ Learning Resources |
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| 1.Greetings and self-introduction. | After completing this topic, pupils should be able to: *Greet each other correctly at different periods of the day. | * Teacher greets the class appropriately to the period of the day. *Pupils greet appropriately in return. | * Teacher asks pupils to greet each other. * Observing pupils greet and introduce themselves. * Dramatization. | * Miata Taa Lahei. (Pages1-5) * Pictures showing a scene of greeting. |
| 2. Historical background of the Mendes. | After completing this topic, pupils should be able to: a) Understand how the Mendes came to settle in Sierra Leone. b) Understand how expanded their territory in the country. | * Teacher asks the pupils probing questions as to how the Mendes settled in Sierra Leone. * Teacher explains about the origin, migration and settlement of the Mendes. | * Asking pupils about the origin, migration and settlement of the Mendes in Sierra Leone. * Pupils explain to the class how the Mendes settled in Sierra Leone. | * History and Social Studies textbooks. |
| 3. Dialects of the Mende Language. | After the completion of this topic, pupils should be able to: a)Be aware of the different main dialects of the Mende Language. Locate the different dialect regions in the Mendeland. c) Show examples of how the dialects are different. | * Teacher asks probing questions as to how the Mendes settled in Sierra Leone. * Discuss where each of the main dialects are widely spoken—eg Kpaa Mende. *Cite examples of phonological and morphological differences among the main dialects. | *Pupils name the dialects and regions where they are widely spoken *Teacher asks for examples of phonological and morphological differences between the two major dialects. | *Textbooks—eg Some Aspects of Mende Phonology. |
| 4. Sounds of the Mende Language. | After completing this topic, pupils should be able to: a)Identify the smallest units of speech sounds(phonemes) in the | * Saying the sounds after the teacher. * Identifying the sounds in given words. | * Listening to pupils pronouncing the sounds and words containing them. | * Some Aspects of Mende Phonology. |

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| | Mende Language—eg consonant and vowel sounds. b) Link all the to their respective letters(symbols). c) Write and pronounce them correctly. | * Writing the letters of the sounds correctly. * Pronouncing words containing the sounds. * Drawing objects in which the sounds are found. * Teacher explains to pupils : eg--- Every sound is represented by one letter unlike thr English orthography. | * Observing pupils write the letters of the sounds. * Drawing objects containing the sounds. | |
| 5. Syllable Formation. | After completing this topic, pupils should be able to: a) Understand what syllables are and how they are formed. b) Distinguish between the different types of syllables. c) Combine two or more phonemes to form different types of syllables. | * Teacher explains what syllables are, their types and how they are formed. * Pupils combine consonant and vowel sounds to form syllables of different types-eg: meaningful and non-meaningful syllables. | * Observing pupils form different types of syllables. * Questioning. | * Textbooks—eg: Some Aspects of Mende Phonology. * Mende syllable chart. |
| 6. The historical background of the Mende People | By the end of the lesson, children should be able to: • Explain the history and origin of the people • Distinguish between the Mende people from other ethnic groups in Sierra Leone. | Ask children to tell the origin and the geographical location of the Mende people in Sierra Leone | <ul style="list-style-type: none"> • Group discussion • Folk tales of the origin of Mende people | The Sierra Leonean map The source book for the four Sierra Leonean Languages |
| 7. The history of the development of the language Orthography | By the end of the lesson, children should be able to: • Identify the stages of the development of the language orthography from the initial to the current orthography | Ask children to name the various stages of the development of the orthography | <ul style="list-style-type: none"> • Group discussion • Illustrations | Mende J. S. S. 1 The source book for the four Sierra Leonean Languages |
| 8, Introduction to the language orthography. | By the end of the lesson, children should be able to: • Produce the sounds of the language Eg. a, e, i, o, u, ə, ε, b, d, k, h, t, l, m. • write the speech sounds of the language | Ask children to produce the discrete sounds of the language and match them with the agreed symbols. | <ul style="list-style-type: none"> • Oral activities • Display of the alphabets on a chart • Use flash cards • Drawings | Mende J. S. S. 1 The source book for the four Sierra Leonean Languages vanguards, letter tiles, pictures/drawings |
| 9, Classification of language sounds | By the end of the lesson, children should be able to: • Classify the various sounds of the language: | By the end the lesson, children should be able to: • Name the various sound categories | <ul style="list-style-type: none"> • Illustration of alphabet sounds with picture or drawings • Group work | Mende J. S. S. 1 The source book for the four Sierra Leonean Languages |

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| | <ul style="list-style-type: none"> • Vowel sounds • Consonant sounds • Digraphs • Diphthongs/Glides | <ul style="list-style-type: none"> • put letters into their various categories • Eg; Mende Vowels (Kɔɓɓo heisia) - i, e, ε, a, ɔ, o, u) | | |
| word building | <p>By the end of the lesson, children should be able to blend individual sounds to form words</p> <p>Eg:</p> <ul style="list-style-type: none"> • m+ ε= mε (eat) • h+a = ha (today) • l+i= li (go) | <p>Ask children to produce two letter words</p> | <ul style="list-style-type: none"> • Group work • Letter games | <p>Mende J. S. S. 1</p> <p>The source book for the four Sierra Leonean Languages</p> |
| Segmentation of words into syllables | <p>By the end of the lesson, children should be able to divide a word into syllables to ease pronunciation</p> | <p>Tr. asks pupils to pronounce words by units or segments.</p> <p>Fε-fε=fεfε (wind)</p> <p>Sε-lε= (banana)</p> <p>Mi-ta= (spoon)</p> | <p>Oral drill</p> | <p>Mende J. S. S. 1</p> <p>The source book for the four Sierra Leonean Languages</p> |
| Word boundary | <p>By the end of the lesson, children should be able to:</p> <ul style="list-style-type: none"> • Delimit the boundary between words | <p>Tr. demonstrates word boundary</p> <p>Eg:</p> <p>wrong use</p> <p>i) Wambei</p> <p>ii) Limia</p> <p>Correct use</p> <p>i) Wa mbei</p> <p>ii) Li mia</p> <p>Translation</p> <ul style="list-style-type: none"> • Come here • Go over there | <p>Illustrations</p> | <p>Mende J. S. S. 1</p> <p>The source book for the four Sierra Leonean Languages</p> |
| Sentence construction | <p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none"> - Construct simple Mende sentences. - Name the various types of sentences in Mende with examples. <p>Eg; - Declarative sentences</p> <ul style="list-style-type: none"> • Interrogative sentence • Imperative sentences • Exclamatory sentences | <p>Tr. asks children to construct simple sentences: Eg;</p> <ul style="list-style-type: none"> • Nyangɔ hu (Give it to me) • Gbua ngitii ya (Go outside) | <ul style="list-style-type: none"> -Individual reading exercise Group reading -Story telling Talk shows | <p>Tape recorders</p> <p>Mende J. S. S. 1</p> <p>The source book for the four Sierra Leonean Languages</p> |
| Introduction to the use of the local Calendar | <p>By the end of the lesson children should be able to name and spell the:</p> <p>iii) Days of the week</p> <p>iv) Months of the year</p> | <p>Tr. asks children to name the various days of the week and months of the year in their correct sequence.</p> | <ul style="list-style-type: none"> -Oral exercise -Group work -Focus discussion | <p>Mende J. S. S. 1</p> <p>The source book for the four Sierra Leonean Languages</p> |

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| Mende Dialects | By the end of the lesson children should be able to: <ul style="list-style-type: none"> Name and spell the dialects of the language. Show the areas where the various dialects are predominantly spoken in Sierra Leone Identify the dialectal variations | Tr. asks children to list the various dialects Explain the differences between the various dialects of the language. Example: Dialects: Kɔɔ Mende dialect Kpaa Mende dialect Wanjama Mende Dialect Sewama Mende Dialect | -Oral exercise -Group work -Discussion | Mende J. S. S. 2 The source book for the four Sierra Leonean Languages |
| Greetings | v) By the end of the lesson, children should be to greet appropriately at various times of the day and under various circumstances. | Tr. asks children to: - - Name the various types of greetings in Mendes -Demonstrate various forms of greetings in Mende. Eg; 'A wu wua? Good morning (Plural) <ul style="list-style-type: none"> Bi wua? Good morning (Singular) | -Classroom demonstration -Oral greetings | Mende J. S. S. 1 |
| Logic of Counting | By the end of the lesson, children should be able to: Distinguish the various forms of counting; <ul style="list-style-type: none"> Cardinal counting Ordinal counting Counting of objects Count correctly from 1-100 in Mende | Tr. writes numbers on the board and asks children to call them serially. e.g.: Tr. writes numbers on the board in digits and asks pupils to write them in words in Mende. e.g., iŋtaa/itaa, fele, sawa, naani, loolu, weita.... Tr. presents numbers on flash cards and asks children to identify and spell them individually in Mende. | Individual and group work | Mu Mendeyiei Gaa – Book-1 Flash cards |

MENDE YIEI

JSS 111--- OUTLINE TEACHING SYLLABUS --TERM 111

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| Sentence construction | By the end of the lesson the children should be able to: - Construct simple Mende sentences. - Name the various types of sentences in Mende with examples. | -Short answer questions - Oral exercise -Illustrations -Group work | -Individual reading exercise Group reading -Story telling Talk shows | Tape recorders Mende J. S. S. 2 The source book for the four Sierra Leonean Languages |
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| | <p>Eg; - Declarative sentences</p> <ul style="list-style-type: none"> • Interrogative sentence • Imperative sentences • Exclamatory sentence, Eg • Ngi ya ngengemei (I have gone to work) <p>- Nya ngɔ njei ngi kpɔi (Give me some water to drink)</p> | | | |
| Logic of Counting | <p>By the end of the lesson, children should be able to:</p> <p>Distinguish the various forms of counting;</p> <ul style="list-style-type: none"> • Cardinal counting • Ordinal counting • Counting of objects <p>Count correctly from 1-100 in Mende</p> | <p>Tr. writes numbers on the board and asks children to call them serially. Eg: Itaa, fele, sawa, naani, lɔɔlu,.....</p> <p>Tr. writes numbers on the board in digits and asks children to write them in words in Mende. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.</p> <p>Tr. presents numbers on flash cards and asks children to identify and spell them individually in Mende.</p> | Individual and group work | Mu Mendeyiei Gaa-Book-1 Flash cards |
| Noun class system | <p>By the end of the lesson, children should be able to:</p> <ul style="list-style-type: none"> • Name the various noun classes of the language • Use them correctly | <p>Tr. asks children to name the various noun classes of the language:</p> <p>Eg; * Ndahei vui(proper noun)=Yema, Hawa, Abu etc</p> <p>* Makpɔma lahei(common noun)=pelei, faji, pani etc</p> <p>Njamaa lahei(collective noun)=faha, numu, tɛi etc.</p> <p>* Kiiyahu lahei(abstract noun)=nyande, kohune, nemahulewe.</p> | <p>-Oral exercise</p> <p>-Illustrations</p> <p>-Group work</p> <p>-Focus discussion</p> | Mende J. S. S. 2 The source book for the four Sierra Leonean Languages |
| Word Classes | <p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> • Name the nine parts of speech • Spell each part of speech correctly • Classify words correctly | <p>Tr. asks children to name the various parts of speech.</p> <p>Eg:</p> <ul style="list-style-type: none"> • Ndaheisia – Nouns • Ndahei wotoi- Pronouns • Pie hinda yɛpɛi- Verbs | <p>-Oral exercise</p> <p>-Illustrations</p> <p>-Group work</p> | Mende J. S. S. 2 The source book for the four Sierra Leonean Languages |
| Dialects of the language | <p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> • Name and spell the dialects of the language. • Show the areas where the various dialects are predominantly spoken in Sierra Leone • Identify the dialectal variations | <p>Tr. asks children to list the various dialects</p> <p>Explain the differences between the various dialects of the language.</p> <p>Example: Dialects:</p> <p>Kɔ-Mende dialect-sondu, kpeli, tufa etc.</p> | <p>-Oral exercise</p> <p>-Group work</p> <p>-Discussion</p> | Mende J. S. S. 2 The source book for the four Sierra Leonean Languages |

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| | | Kpaa-Mende dialect – sendu, kpoli, tifa, etc. | | |
| Introduction to Essay Writing | By the end of the lesson children should be able to: <ul style="list-style-type: none"> • Name the four types of essays (Narrative, Descriptive, Argumentative and Explanatory). • Explain the steps involved in essay writing. • Write a short essay in Mende Language | Essay type questions. | -Witten exercises -Group work -Individual work | Mende J. S. S. 2 The source book for the four Sierra Leonean Languages |
| Introduction to Reading and Comprehension | By the end of the lesson children should be able to: <ul style="list-style-type: none"> • Read simple essay passages in the Sierra Leonean languages. • Answer questions drawn from a given passage. | - Short answer questions -Asks Oral questions | -Oral exercise -Group work -Focus discussion | Mende J. S. S. 2 The source book for the four Sierra Leonean Languages |
| Translation and dictation at word level. | On completing this topic, pupils should be able to: <ul style="list-style-type: none"> * Translate familiar English words that are also familiar in Mende, into Mende. * Spell words correctly according to the sounds they hear. * Become attentive listeners | * Teacher select words that are familiar in both English and Mende with specific sounds in mind. * Teacher dictates simple and familiar Mende words. | * Giving translation exercises to pupils. * Asking pupils to spell familiar Mende words individually. * Observing pupils at work. | * Chart with drawings/pictures of familiar objects. * Mende textbooks. |
| Parts of Speech (Nouns). | On the completion of this topic, pupils should be able to: <ul style="list-style-type: none"> * Explain what nouns are (definition of nouns). * Distinguish nouns from other parts of speech. * Give examples of different types of nouns. | * Teacher explains what nouns are—eg-names of objects, places, things etc. * Pupils give examples of nouns. * Teacher gets the pupils put some selected nouns into different noun groups. | * Assess pupils’ participation in the lesson. * Asking pupils questions. * Group work. * Assignment. | * English Grammar texts. * Some Aspects of Mende Grammar and Composition. |
| Days of the week. | After completing this topic, pupils should be able to: <ul style="list-style-type: none"> * Give the typical Mende names of the days of the week and explain why each was named so. * Give also the Arabic-borrowed names of the days of the week. | *Teacher taps pupils’ prior knowledge about the names of the day of the week. * Teacher explains why there are two names for each day of the week- (the typical Mende names and the Arabic-borrowed Mende | * Class participation. * Project work. * Individual class work. * Take-home assignment. | * Mende textbooks. * Some Aspects of Mende Grammar and Composition. |

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| | | names) eg Fla voo >Simbiti; Foo Wai> Juma etc. | | |
| Months of the year. | After completing this topic, pupils should be able to: *Name the months of the year in Mende correctly. * Correctly situate events in the months they happen—eg birth days, Christmas celebrations etc. | *Teacher asks pupils to state in Mende the names of the months of the year in which they were born. *Teacher and pupils show at random the Mende names of the months of the year. * Teacher and pupils match the names of the months of the year in Mende and English. * Teacher discusses the reasons behind some of the Mende names of the months. | * Ask pupils at random to give the names of the months of the year in Mende. *Pupils give the names of the months in Mende. * Pupils match the English and Mende names of the year correctly. * Pupils undertake a project to find out reasons why certain months were named the way they in Mende today. | * Resource persons. * Mende texts. |
| Counting in Mende. | After completing this topic, pupils should be able to: * Count items, objects, people etc, in Mende. * Give the exact number of objects counted. *Do simple calculations in Mende. | * Teacher asks pupils why people count objects etc , to tap their prior knowledge about counting. * Pupils are asked to count themselves and some other items in the classroom. * Teacher explains how counting is done in Mende. | * Teacher observes pupils count objects. * Pupils show the exact number of certain items in the classroom or in the community. * Pupils do simple calculations of objects people, houses etc, eg. Girls and boys in the class, male and female teachers etc. | * Resource persons. * Text books. |
| Types of sentences. | After completing this topic, pupils should be able to: *Classify sentences structurally according to complexity, ie into simple, compound and complex sentences. * Classify sentences based on parts they are comprised of, eg objects, verb, adjectives etc. *Make sentences correctly with the two types of structures. | * Class discussion of simple, compound and complex sentences. * Class discussion of sentence structures like (SVO), (SOV),(SVA), (ASV) structures in Mende. *Pupils make sentences of the different structures according to complexity. * Pupils match sentences Subject-Verb-Object etc structures. | *Teacher observes pupils' class participation. *Pupils do individual class work. *Pupils copy take-home assignment. | * English Grammar texts. * Mende Grammar texts. |
| Functions of sentences. | After completing this topic, pupils should be able to: *Make sentences based on what they intend the sentence to do. | *Asking pupils to make sentences orally. *Teacher and pupils classify the sentences into declarative, | * Pupils match sentences with appropriate groups. * Teacher observes pupils discussing among themselves. | * Some Aspects of Mende Grammar and Composition. * Any good English Grammar text. |

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| | <p>*Differentiate the three types of sentences, ie declarative (statement), interrogative (question) and exclamatory (strong emotion).</p> | <p>interrogative and exclamatory categories. *Teacher discusses with pupils each function in respective sentences. *Teacher discusses with pupils how the types of sentences differ from each other punctuation wise.</p> | <p>*Teacher asks pupils to make sentences according to the types given. * Pupils are given assignment to do.</p> | |
| Word Boundaries. | <p>After completing the topic, pupils should be able to: *Get enough knowledge as to how words are correctly separated in making sentences. * Make sentences with correct use of word boundary rules. *Explain the mechanics of word boundary in the Mende Language.</p> | <p>* Teacher’s discussion of how words are separated from each other in sentences. * Discussion of rules governing how words are divided in Mende sentences-ie post-positions always stand separate from nouns-eg Pɛlɛi bu ; Tebui ma; Ngulii ya. “Lɔ” always stands alone eg Jusu lɔ. ; Mi lɔ ? When post-positions are to precede verbs, they are joined to the verb to form single words eg ngatee, mbumɛ, hugbua etc. *Class analysis of Mende passages.</p> | <p>*Teacher gives pupils passages in English to translate into Mende. * Teacher observes pupils’ class participation to assess them. * Pupils take test.</p> | <p>*Listening to discussions in Mende. *Mende texts. *Some Aspects of Mende Grammar and Composition (By D J Braima). *Miata Taa Lahɛi. * Source Book for Four Sierra Leonean Languages.</p> |
| 4.Literature. | <p>On the completion of this topic, pupils should be able to: *Define literature. *Distinguish between oral and written literature. Point out the advantages and disadvantages of oral and written literature. *Discuss the three literary genres: prose, drama and poetry.</p> | <p>*Teacher probes to get prior knowledge of pupils on the topic. *Teacher and pupils discuss points raised in the learning outcomes. *Teacher identifies examples of texts of different literary genres. *Teacher asks pupils to find out Mende texts falling into each literary gene.</p> | <p>* Teacher asks few questions to test pupils’ understanding. *Pupils are given group/individual tasks. *Grades are awarded for class participation.</p> | <p>*Internet materials. *Literature commentaries. *Some Aspects of Mende Literature and Culture (By D J Braima and M B James).</p> |
| 5. Culture. | <p>After completing this topic, pupils should be able to: *Define Culture.</p> | <p>* Teacher discusses with pupils what culture is. * Pupils show different activities the Mendes engage in.</p> | <p>*Questioning pupils and grading their responses. *Pupils list down names of various musical instruments</p> | <p>*Resource persons in the community.</p> |

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| | <ul style="list-style-type: none"> *Appreciate the importance of culture in life. *Be aware and appreciate Mende cultural practices eg farming, palm oil processing, story-telling and music. *Name and distinguish between Mende musical instruments and farming tools. | <ul style="list-style-type: none"> *Teacher explains how and why to appreciate one's culture. *Teacher discusses the importance of story-telling and music in the Mende culture. *Teacher helps pupils to list down common musical instruments and farming tools. *Class discussions on the types of rice farming, their importance and the advantages of each type. *Singing popular Mende songs. Observing farmers at work. | <ul style="list-style-type: none"> and farming tools used by the Mendes. *Pupils sing current popular Mende songs. *Pupils undertake project work and are graded for their findings. | <ul style="list-style-type: none"> *The Mendes of Sierra Leone (By Kenneth Little). *Some Aspects of Mende Literature and Culture. |
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MENDE YIEI
JSS 111--- OUTLINE TEACHING SYLLABUS --TERM 111

| Suggested Topics/ Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Teaching/Learning Resources |
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| 1.Mende Literature: Literary terms and literary Appreciation. | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> *Understand various literary terms used in literary appreciation of prescribed texts and poems. *Appreciate Miata Taa Lahei and the prescribed poems for the Basic Education Certificate Examination. *Acquire literary skills to enable them become writers and poets in future. | <ul style="list-style-type: none"> *Revision of literary terms already studied. *Teacher explains the new terms like plot, flash back, irony, imagery, setting, narrative techniques (points of view),etc. *Teacher uses prescribed texts to extract examples to make explanations more vivid and relevant. *Teacher and pupils analyze prescribed texts and poems in class. | <ul style="list-style-type: none"> *Observation of pupils discussing aspects of prescribed texts and poems like the setting, plot, main characters of Miata Taa Lahei. *Teacher gives self-made poems to pupils to appreciate orally. *Teacher poses questions on selected chapters/poems of prescribed texts for pupils to answer. | <ul style="list-style-type: none"> * Junior Secondary School Mende Poems. *Some Aspects of Mende Literature (by D J Braima and M B James. *An Introduction to the Teaching of Literature. * Miata Taa Lahei. |

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| <p>2.The Mende Culture</p> | <p>On the completion of this topic, pupils should be able to:</p> <ul style="list-style-type: none"> *Understand the types, the nature and roles of secret societies in the Mende culture. <p style="text-align: center;">2.</p> <ul style="list-style-type: none"> *Appreciate the essence of secret societies in the Mende culture. *Cherish, protect and preserve Mende cultural values. *Be analytical in the approval and acceptance of Mende cultural values. | <ul style="list-style-type: none"> *Teacher and pupils identify the various secret societies. *Discussion of the nature and roles of each identified society, eg: Njaye, Pɔrɔ, Sande, Humɔi, Wondei, etc, locating where each society is found. *Discussion of the qualifications of membership and expectations from members. *Contributions to the enforcement of law and order and community development. | <ul style="list-style-type: none"> *Pupils are asked to identify the various secret societies in the Mende culture. *Ask pupils to name regions in the Mendeland where each is found. *Pupils draw mask devils associated with each society. *Teacher listens to pupils discuss how secret societies contribute to the development of the communities. *Written assignment. | <ul style="list-style-type: none"> *Some Aspects of Mende Culture. *Resource persons. |
| <p>3.Consonant Mutation</p> | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> *Determine when consonants are mutated in speech and when they should not be mutated. *Give reasons why consonants that normally change should not be changed. | <ul style="list-style-type: none"> *Asking revision questions on the last lesson of the topic. *Discussions of instances of mutation of the consonants. *Discussion of instances when such consonants should not be mutated. *Classroom practice exercises. *Take home assignment for individual practice and assessment . | <ul style="list-style-type: none"> *Teacher asks pupils probing questions at all stages of the lesson to assess understanding. *Teacher gives class work and grade pupils by it. *Observing pupils’ participation in the lesson for assessment. *Teacher gives group projects to find out exceptions to mutational rules. *Tests. *Take-home assignment. | <ul style="list-style-type: none"> *Mu Mende Yiei Gaa (Book 1). *Source Book for Four Sierra Languages (NCDC). *Some Aspects of Mende Phonology (By D J Braima). |

MËNDE YIEI

JSS 111---OUTLINE TEACHING SYLLABUS -TERM 111

| Suggested Topics/ Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Teaching Resources (Core Supplementary) |
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| 1. Advanced Translations | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> *Understand that translation is affected by culture and linguistic differences among languages ,eg morphological and grammatical differences. *Translate orally simple sentences into Mende correctly and vice versa. *Translate compound sentences from English to Mende correctly and vice versa. *Understand that in translating from one language to another, it the meaning that should be translated instead of word for word translation. | <ul style="list-style-type: none"> *Teacher explains the problems in translating from one language to another because of: <ul style="list-style-type: none"> > cultural differences. > linguistic differences like sentence structures, differences in word meaning, etc. *Teacher explains how to for meanings regardless of sentence structures. * Teacher writes short and simple sentences in English on the chalk board and together with pupils, translate them. *Teacher and pupils translate selected sentences from Mende into English. *Teacher engages pupils in translation games on group basis. | <ul style="list-style-type: none"> *Teacher writes short and sentences in English and asks pupils to translate them into Mende in their exercise books. *Teacher asks pupils to translate into English short and simple Mende sentences *Teacher engages pupils in translation games and then grade them on group basis. | <ul style="list-style-type: none"> *Miata Taa Lahei. *Mu Mende Yiei Gaa (Book 2). |
| 2. Mende Literature | <p>When this topic is completed, pupils should be able to:</p> <ul style="list-style-type: none"> *Use these figures of speech correctly: <ul style="list-style-type: none"> >ndeɔwuhui (personification). >ngaumagbuei (synecdoche). >liwoma yepɛi (irony). >ngugbimeɪ (paradox). >maluwa hulengɔi (hyperbole) etc. *Appreciate poems of different types on their own. | <ul style="list-style-type: none"> *Teacher and class discuss the use of the figures of speech mentioned in the learning outcomes. *Teacher and pupils identify figures of speech mentioned in the learning outcomes. *Teacher and pupils identify and discuss figures of speech used in the prescribed Mende poems and texts. | <ul style="list-style-type: none"> *Pupils are asked to orally make sentences that comprise various figures of speech. *Teacher asks pupils to match figures of speech with the correct sentences that contain them. *Using prescribed poems, pupils are asked to point out the various figures of speech used by the poet. *Pupils explain how selected figures of speech in a poem help bring out the poet's ideas. | <ul style="list-style-type: none"> *Junior Secondary School Mende Poems (By D J Braima and M B James). *Some Aspects of Mende Literature(By D J Braima and M B James). *An Introduction to the Reading of Literature(By D J Braima). |

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| 3.Repeated Mende Culture | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> *Explain the governing system (chieftaincy) in the Mende culture. * Explain how burial ceremonies of various social strata and groups are done, eg, chiefs, secrete society leaders, first born infants, pregnant women etc. *Discuss how laws are made and how they are enforced. <p>*Remember the names of majority of Mende chiefdoms and the districts in which they are found.</p> | <p>*Teacher explains how chieftaincy started in the Mendeland, eg through prowess in tribal wars, fame in hunting and farming, etc.</p> <p>*Class discussion of the different types of chiefs and their functions, eg, Kuwuloko Mahei, Taa Mahei, Paati Mahei and secrete society chiefs.</p> <p>*Teacher and pupils freely discuss various burial ceremonies.</p> <p>*Bringing resource persons like chiefs to talk about chieftaincy, making of laws and how they are enforced.</p> <p>*Encouraging pupils to remember the names and district locations of Mende chiefdoms.</p> <p>*Narrating stories of how some Mende settlements were founded.</p> | <p>*Teacher asks pupils to explain how the Mendes are ruled or governed.</p> <p>*Pupils are asked to name the differnt types of chiefs in the Mendeland.</p> <p>*Pupils are asked to match names of Mende chiefdoms with their respective districts.</p> <p>*Pupils are asked to give reasons why the name 'Mende' was given to the Mende Language.</p> <p>*Pupils are asked to find out the history behind the names of some Mende towns.</p> | <p>*Some Aspects of Mende Culture (By D J Braima and M B James).</p> <p>*Some Aspects of Mende Phonology (By D J Briama).</p> |
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| Noun class system continues | <p>By the end of the lesson, children should be able to:</p> <ul style="list-style-type: none"> • Name the various noun classes of the language • Use them correctly | <p>Tr. asks children to name the various noun classes of the language: Eg, Eg; * Ndahei vui(proper noun)=Yema, Hawa, Abu etc</p> <p>* Makpoma lahei(common noun)=pɛlei, faji, pani etc</p> <p>Njamaa lahei(collective noun)=faha, numu, tɛi etc.</p> <p>* Kiiyahu lahei(abstract noun)=nyande, kohunɛ, nemahulewe</p> | <p>-Oral exercise</p> <p>-Illustrations</p> <p>-Group work</p> <p>-Focus discussion</p> | <p>Mende J. S. S. 3</p> <p>The source book for the four Sierra Leonean Languages</p> |
| Word Classes continues | <p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> • Name the nine parts of speech • Spell each part of speech correctly • Classify words correctly | <p>Tr. asks children to name the various parts of speech.</p> <p>Eg:</p> <ul style="list-style-type: none"> • Ndaheisia – Nouns • Ndahei wotoisia (Pronouns) • Pie hinda yɛpɛi - Verbs | <p>-Oral exercise</p> <p>-Illustrations</p> <p>-Group work</p> | <p>Mende J. S. S. 3</p> <p>The source book for the four Sierra Leonean Languages</p> |
| Sentence construction | <p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none"> - Construct simple Mende sentences. - Name the various types of sentences in Mende with examples. | <p>-Short answer questions</p> <p>- Oral exercise</p> <p>-Illustrations</p> <p>-Group work</p> | <p>-Individual reading exercise</p> <p>Group reading</p> <p>-Story telling</p> <p>Talk shows</p> | <p>Tape recorders</p> <p>Mende J. S. S. 3</p> <p>The source book for the four Sierra Leonean Languages</p> |

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| | <p>Eg; - Declarative sentences</p> <ul style="list-style-type: none"> • Interrogative sentence • Imperative sentences • Exclamatory sentences <p>Eg:</p> <ul style="list-style-type: none"> • Ngi ya ngi yenge (I have gone to work) <p>- Nyangɔ njei ngi kpɔi (Give some water to drink)</p> | | | |
| Letter Writing | <p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> • Name the three types of letters • Identify the various parts of a letter • Write a simple letter in Mende | Essay type questions | -Illustrations -individual work | Mende J. S. S. 3 The source book for the four Sierra Leonean Languages |
| Telling the Time | <p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> • Draw and label the various parts of the clock in Mende • Tell the time in Mende • Show the various sources of visualizing the time Eg: shadows, cock crowing, the cry of birds etc. | Tr. asks children to --Short answer written questions -Oral questions | -Oral exercise -Illustrations -Group work -Flash cards and drawings | Mende J. S. S. 2 The source book for the four Sierra Leonean Languages |
| More work on Logic of Counting | <p>By the end of the lesson, children should be able to: Distinguish the various forms of counting;</p> <ul style="list-style-type: none"> • Cardinal counting • Ordinal counting • Counting of objects <p>Count correctly from 1-100 in Mende</p> | Tr. writes numbers on the board and asks children to call them serially. Eg: Inɔta, fele, sawa, naani, lɔlu, weita,..... Tr. writes numbers on the board in digits and asks children to write them in words in Mende. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Tr. presents numbers on flash cards and asks children to identify and spell them individually in Mende. | Individual and group work | Mu Mendeyiei Gaa – Book-1 Flash cards |
| Literature | <p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> • Narrate simple stories | -Short answer questions -Oral questions -Multiple choice questions | -Oral exercise -Dramatizations -Group work | -Miata Taa Lahei By D.J. Braima |

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| | <ul style="list-style-type: none"> • Read and explain simple stories and appreciate Poems in Mende • Name the genres of literature (Prose, Drama and Poetry). • Name the sources of literature | | | |
| Culture | <p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> • Explain certain aspects of their culture. Eg; Farming, Rites of passage, dress code etc. • Demonstrate aspects of culture | <ul style="list-style-type: none"> -Short answer questions -Oral questions -Multiple choice questions | <ul style="list-style-type: none"> -Oral exercise -Dramatizations -Group work | -Miata Taa Lahei By D.J.Braima |

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| 1. Word Formation from syllables. | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> * Form words from different types of syllables on their own. * Break down words into their respective syllables for easy pronunciation. | <ul style="list-style-type: none"> *Teacher explains the mechanisms in word formation from syllables-eg consonants are not doubled and no other consonant ends words except ‘ŋ’. *Teacher demonstrates how to join a number of syllables to form Mende words. * Teacher encourages pupils to break down given words into their respective syllables. | <ul style="list-style-type: none"> * Asking pupils to demonstrate the word building mechanisms correctly. * Group work. Observing pupils’ responses. | *Textbooks eg Some Aspects of Mende Phonology. |
| 2. Translation and dictation at word level. | <p>On completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> *Translate familiar English words that are also familiar in Mende, into Mende. * Spell words correctly according to the sounds they hear. * Become attentive listeners | <ul style="list-style-type: none"> * Teacher select words that are familiar in both English and Mende with specific sounds in mind. * Teacher dictates simple and familiar Mende words. | <ul style="list-style-type: none"> * Giving translation exercises to pupils. * Asking pupils to spell familiar Mende words individually. * Observing pupils at work. | <ul style="list-style-type: none"> * Chart with drawings/pictures of familiar objects. * Mende textbooks. |
| 3. Parts of Speech (Nouns). | <p>On the completion of this topic, pupils should be able to:</p> <ul style="list-style-type: none"> * Explain what nouns are (definition of nouns). | <ul style="list-style-type: none"> * Teacher explains what nouns are—eg-names of objects, places, things etc. * Pupils give examples of nouns. | <ul style="list-style-type: none"> * Assess pupils’ participation in the lesson. * Asking pupils questions. | <ul style="list-style-type: none"> * English Grammar texts. * Some Aspects of Mende Grammar and Composition. |

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| | <ul style="list-style-type: none"> * Distinguish nouns from other parts of speech. * Give examples of different types of nouns. | <ul style="list-style-type: none"> * Teacher gets the pupils put some selected nouns into different noun groups. | <ul style="list-style-type: none"> * Group work. * Assignment. | |
| 4. Days of the week. | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> * Give the typical Mende names of the days of the week and explain why each was named so. * Give also the Arabic-borrowed names of the days of the week. | <ul style="list-style-type: none"> *Teacher taps pupils’ prior knowledge about the names of the day of the week. * Teacher explains why there are two names for each day of the week- (the typical Mende names and the Arabic-borrowed Mende names) eg Fla voo >Simbiti; Foo Wai> Juma etc. | <ul style="list-style-type: none"> * Class participation. * Project work. * Individual class work. * Take-home assignment. | <ul style="list-style-type: none"> * Mende textbooks. * Some Aspects of Mende Grammar and Composition. |
| 5. Months of the year. | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> *Name the months of the year in Mende correctly. <p>* Correctly situate events in the months they happen—eg birth days, Christmas celebrations etc.</p> | <ul style="list-style-type: none"> *Teacher asks pupils to state in Mende the names of the months of the year in which they were born. <p>*Teacher and pupils show at random the Mende names of the months of the year.</p> <ul style="list-style-type: none"> * Teacher and pupils match the names of the months of the year in Mende and English. * Teacher discusses the reasons behind some of the Mende names of the months. | <ul style="list-style-type: none"> * Ask pupils at random to give the names of the months of the year in Mende. <p>*Pupils give the names of the months in Mende.</p> <ul style="list-style-type: none"> * Pupils match the English and Mende names of the year correctly. * Pupils undertake a project to find out reasons why certain months were named the way they in Mende today. | <ul style="list-style-type: none"> * Resource persons. * Mende texts. |
| 6. Counting in Mende. | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> * Count items, objects, people etc, in Mende. | <ul style="list-style-type: none"> * Teacher asks pupils why people count objects etc , to tap their prior knowledge about counting. | <ul style="list-style-type: none"> * Teacher observes pupils count objects. * Pupils show the exact number of certain items | <ul style="list-style-type: none"> * Resource persons. * Text books. |

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| | <ul style="list-style-type: none"> * Give the exact number of objects counted. *Do simple calculations in Mende. | <ul style="list-style-type: none"> * Pupils are asked to count themselves and some other items in the classroom. * Teacher explains how counting is done in Mende. | <p>in the classroom or in the community.</p> <ul style="list-style-type: none"> * Pupils do simple calculations of objects people, houses etc, eg. Girls and boys in the class, male and female teachers etc. | |
| 1.Types of sentences. | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> *Classify sentences structurally according to complexity, ie into simple, compound and complex sentences. * Classify sentences based on parts they are comprised of, eg objects, verb, adjectives etc. *Make sentences correctly with the two types of structures. | <ul style="list-style-type: none"> * Class discussion of simple, compound and complex sentences. * Class discussion of sentence structures like (SVO), (SOV),(SVA), (ASV) structures in Mende. *Pupils make sentences of the different structures according to complexity. * Pupils match sentences Subject-Verb-Object etc structures. | <ul style="list-style-type: none"> *Teacher observes pupils' class participation. *Pupils do individual class work. *Pupils copy take-home assignment. | <ul style="list-style-type: none"> * English Grammar texts. * Mende Grammar texts. |
| 2. Functions of sentences. | <p>After completing this topic, pupils should be able to:</p> <ul style="list-style-type: none"> *Make sentences based on what they intend the sentence to do. *Differentiate the three types of sentences, ie declarative (statement), interrogative (question) and exclamatory (strong emotion). | <ul style="list-style-type: none"> *Asking pupils to make sentences orally. *Teacher and pupils classify the sentences into declarative, interrogative and exclamatory categories. *Teacher discusses with pupils each function in respective sentences. *Teacher discusses with pupils how the types of sentences differ from each other punctuation wise. | <ul style="list-style-type: none"> * Pupils match sentences with appropriate groups. * Teacher observes pupils discussing among themselves. *Teacher asks pupils to make sentences according to the types given. * Pupils are given assignment to do. | <ul style="list-style-type: none"> * Some Aspects of Mende Grammar and Composition. * Any good English Grammar text. |
| 3.Word Boundaries. | <p>After completing the topic, pupils should be able to:</p> <ul style="list-style-type: none"> *Get enough knowledge as to how words are correctly separated in making sentences. | <ul style="list-style-type: none"> * Teacher's discussion of how words are separated from each other in sentences. * Discussion of rules governing how words are divided in Mende sentences-ie post-positions always stand separate from nouns-eg | <ul style="list-style-type: none"> *Teacher gives pupils passages in English to translate into Mende. * Teacher observes pupils' class | <ul style="list-style-type: none"> *Listening to discussions in Mende. *Mende texts. *Some Aspects of Mende Grammar and |

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| | <p>* Make sentences with correct use of word boundary rules.</p> <p>*Explain the mechanics of word boundary in the Mende Language.</p> | <p>Pɛlɛi bu ; Tebui ma; Ngulii ya. “Lɔ” always stands alone eg Jusu lɔ. ; Mi lɔ ? When post-positions are to precede verbs, they are joined to the verb to form single words eg ngatee, mbumɛ, hugbua etc. *Class analysis of Mende passages.</p> | <p>participation to assess them. * Pupils take test.</p> | <p>Compositiom (By D J Braima). *Miata Taa Lahɛi. * Source Book for Four Sierra Leonean Languages.</p> |
| 4.Literature. | <p>On the completion of this topic, pupils should be able to: *Define literature. *Distinguish between oral and written literature. Point out the advantages and disadvantages of oral and written literature. *Discuss the three literary genes: prose, drama and poetry.</p> | <p>*Teacher probes to get prior knowledge of pupils on the topic. *Teacher and pupils discuss points raised in the learning outcomes. *Teacher identifies examples of texts of different literary genes. *Teacher asks pupils to find out Mende texts falling into each literary gene.</p> | <p>* Teacher asks few questions to test pupils’ understanding. *Pupils are given group/individual tasks. *Grades are awarded for class participation.</p> | <p>*Internet materials. *Literature commentaries. *Some Aspects of Mende Literature and Culture (By D J Braima and M B James).</p> |
| 5. Culture. | <p>After completing this topic, pupils should be able to: *Define Culture. *Appreciate the importance of culture in life. *Be aware and appreciate Mende cultural practices eg farming, palm oil processing, story-telling and music. *Name and distinguish between Mende musical instruments and farming tools.</p> | <p>* Teacher discusses with pupils what culture is. * Pupils show different activities the Mendes engage in. *Teacher explains how and why to appreciate one’s culture. *Teacher discusses the importance of story-telling and music in the Mende culture. *Teacher helps pupils to list down common musical instruments and farming tools. *Class discussions on the types of rice farming, their importance and the advantages of each type. *Singing popular Mende songs. Observing farmers at work.</p> | <p>*Questioning pupils and grading their responses. *Pupils list down names of various musical instruments and farming tools used by the Mendes. *Pupils sing current popular Mende songs. *Pupils undertake project work and are graded for their findings.</p> | <p>*Resource persons in the community. *The Mendes of Sierra Leone (By Kenneth Little). *Some Aspects of Mende Literature and Culture.</p> |

GENERAL RECOMMENDATIONS

Be it recommended that:

1. The teaching of the four selected Sierra Leonean Languages be taught in the primary schools as provided for in the Education Policy, 1993.
2. The teaching of Indigenous Languages be done at Basic Education level and that it should be made compulsory at BECE.
3. Sierra Leonean Languages be made core in the primary level.
4. The full curriculum of Sierra Leonean Languages be developed for all levels of Basic Education.
5. The preparation of primers for primary schools be facilitated by MBSSE.
6. Teachers of Indigenous Languages be motivated to become more effective and efficient in the classroom.
7. A printing press for the publication of SLL materials be set up by the government of Sierra Leone.
8. Appropriate and Adequate teaching Learning materials of Indigenous Languages be provided to school for effective teaching and learning.
9. The desk of Sierra Leonean Languages at MEST be reactivated.

TEAM MEMBERS

1. Dominic J Braima-Lecturer, Language Studies Dept- Eastern Polytechnic- Kenema.
2. Matthew B. James-Lecturer, Language Studies Dept- Eastern Polytechnic- Kenema.